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## **EQUIP Associate Awards: Project Analyses, First Two Years**



Submitted by:  
Educational Quality Improvement Program 2

Contact:  
John Gillies, Project Director  
[jgillies@aed.org](mailto:jgillies@aed.org)

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# Executive Summary

The Education Quality Improvement Project (EQUIP) includes three USAID Office of Education, Economic Growth, Agriculture and Trade Leader Awards: EQUIP1 addresses quality of education issues at the classroom, school and community level; EQUIP2 focuses on education quality issues at the national policy, systems, and management levels; and EQUIP3 focuses on out-of-school youth preparation for work, civil society and family life.

This study analyzes patterns in USAID education programming, of which EQUIP projects are a microcosm. The analysis of EQUIP projects provides insights into better understanding both the diversity of USAID programs in responding to different needs in each country, as well as the common elements that transcend the contextual issues. As such, this study can contribute to the development of a research agenda, and to identify opportunities for cross-country sharing of experience. The EQUIP program, with its mix of leader resources and Associate Awards, provides a unique opportunity for policy makers and researchers alike to examine and measure how different approaches are being implemented across the world and draw lessons learned about how these interventions contribute to the improved quality of education. Even within the common themes and objectives, USAID projects are pursuing a range of strategies and approaches. The EQUIP program will build on this analysis to develop research, evaluation and learning approaches that generate increased knowledge about effective strategies for improving education quality.

Through the Associate Award buy-ins from USAID country missions and bureaus, EQUIP1, 2, and 3 are implementing activities and projects in 22 countries: Afghanistan, Djibouti, Egypt (EQUIP 1 and 2), El Salvador (EDIFAM and EXCELL), Ghana, Guatemala, Haiti (IDEJEN and Community Support), Honduras, India, Jordan, Kenya, Lesotho, Macedonia, Malawi (MESA and EMIS), Mali, Namibia, Senegal (CLASSE and SITT), Swaziland, Tanzania, Uganda (EMIS and TDMS), Yemen, and Zambia. Half of the Associate Awards are in Sub-Saharan Africa, and slightly less than a quarter of the awards are in North Africa and Latin America, respectively. The total value of EQUIP Associate Awards in the first two years is approximately \$313 million, more than half of which is for projects in North Africa and the Middle East and about a quarter is invested in North and Sub-Saharan Africa.

This paper analyzes the patterns in USAID investment in education at the country level through the EQUIP projects (Associate Awards supporting central services, including the Education Policy and Data Center and support for Bureau conferences are not included in this analysis). The EQUIP projects can be divided into three general categories of objectives: Access and Equity, Education Quality, and Education Systems, Policy and Capacity building (these categories are for general analysis purposes, since projects often have overlapping objectives). The projects use a mixture of different strategies, activities, and approaches to achieve these objectives, which cluster around nine key themes: curriculum and materials development; education policy and research; education decentralization and information systems; infrastructure and supply of learning materials; measuring learning outcomes; public demand and support for education; reaching underserved populations, school management and leadership; and teacher quality.

The relative importance of the strategies and approaches can be assessed in two ways – the number of projects that include this strategy, and the amount of funding associated with the strategies.

- The five themes found most frequently in USAID projects are: education policy and research (19 projects); public demand and support for education (15 projects); teacher quality (15 projects); reaching underserved populations (14 projects); and decentralization and information systems (12 projects). (see Table 1 for details by country).
- In terms of funding, four major strategies receive more than half of the funding: reaching underserved populations; improving teacher quality; fostering public demand and support for education and education reform; and decentralizing systems and improving data quality.

## **Access and Equity in Education**

Improving access and equity through reaching underserved populations is the objective of 14 EQUIP projects, six of which are in the Asia Near East region and the remaining ones in Africa (four) and Latin America (three). Approaches to reaching the underserved include provision of grants, supporting complementary models of education, carrying out education research to understand the difficulties inherent in reaching the underserved, supporting NGOs that work with underserved populations, increasing the proximity of schools to certain populations, training and capacity building, and increasing the supply of materials to underserved populations.

Reaching out-of-school and underserved populations through complementary models to ensure literacy objectives are met is an element of four projects (Afghanistan, Djibouti, Egypt, and Yemen). Increasing educational opportunities for girls and women is a priority in nine EQUIP projects. Reaching out-of-school youth, orphans and vulnerable children (HIV/AIDS), nomads, rural groups, and children with special needs are also a specific focus of six projects.

## **Quality of Education**

Sixteen EQUIP projects have a primary focus on improving the quality of education, particularly in the Africa and Middle East regions. The most frequent themes are improving teacher quality (14); curriculum and materials development (eight); improved school management and leadership (seven); measuring learning outcomes (five); and infrastructure improvements or supplying learning materials (seven).

Approaches to improving the quality of education within these thematic areas include: pre and in-service teacher training, development of student and school performance standards, accreditation, classroom support, continuous assessment, national test development, and infrastructure improvements. In-service teacher training components are found in 12 of the 16 projects while pre-service teacher training features in six projects. Eight projects include a component of building the capacity of school management and leaders, and developing performance standards are a feature in five projects. Seven EQUIP projects are developing improved systems to measure pupil learning outcomes.

## **Education Systems, Policy, and Capacity Building**

Improving the institutional capacity of the educational system is an explicit objective in 17 of the 26 current EQUIP projects. The primary themes found in these projects are development and implementation of education policy (16 projects), educational research or evaluation (15 projects); strengthening decentralization of the education system (seven projects), and strengthening data and information systems (eight projects).

## **Special Topics**

Emerging areas of USAID program involvement include HIV/AIDs, school to work initiatives, and standards-based reforms, including measuring learning outcomes.

# Part I. Overview of EQUIP Programs

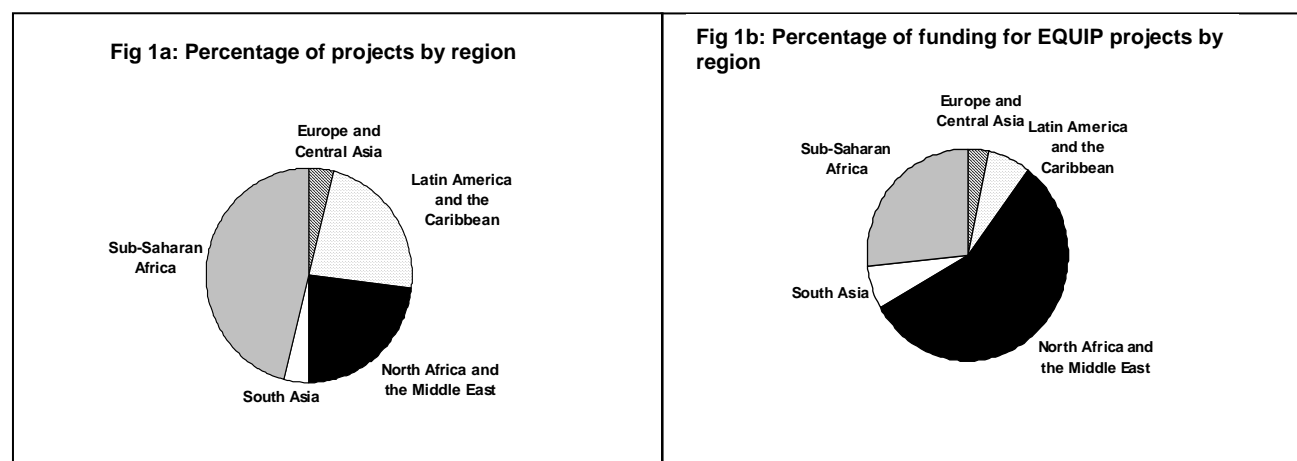
## Introduction

The Education Quality Improvement Program (EQUIP) is a USAID Office of Education, Economic Growth, Agriculture and Trade Leader with Associate Awards Project with three Leader Awards: EQUIP1, which is designed to raise quality of classroom teaching and student learning by affecting school and community level changes; EQUIP2, which is designed to improve the sustainability and impact of programs through more effective policies, systems, management, and information; and EQUIP3, which builds the capacity of youth and youth-serving organizations to prepare out-of-school children and youth for the world of work, civil society and family life.

The EQUIP1 and EQUIP2 Leader Awards began in January 2003, and EQUIP3 was signed in May, 2003. In the first two years of the project, 29 Associate Awards were signed for EQUIP with a total value of over \$313 million. The majority of these awards are for project implementation and research in host countries, and two provide central technical support (e.g. the EQUIP2 Education Policy and Data Center and EQUIP1 Africa conference). This analysis is focused on the Associate Awards with in-country activities.

## Highlights

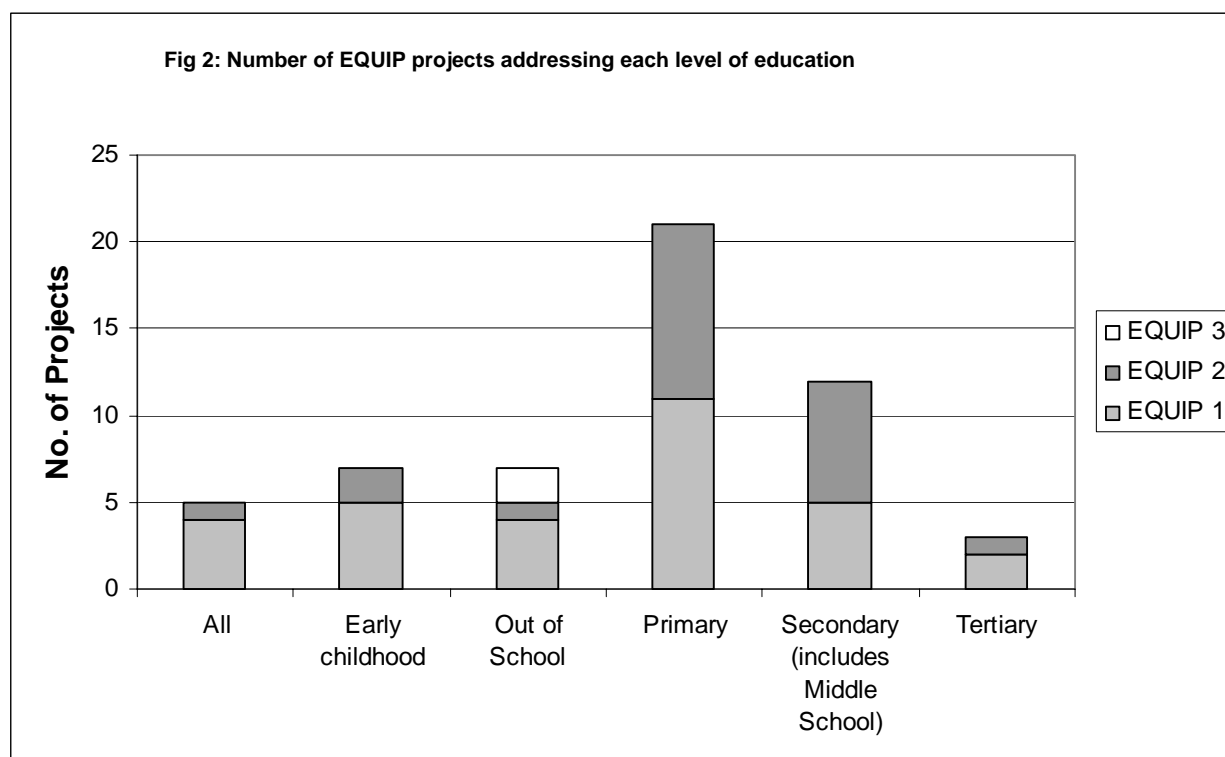
**EQUIP projects are geographically dispersed, with almost half of all projects in sub-Saharan Africa.** The 26 major international education projects<sup>1</sup> initiated in the first two years of the EQUIP program are geographically dispersed, with 12 projects in sub-Saharan Africa (AFR), six in Latin America and the Caribbean (LAC), six in North Africa and the Middle East, and one project each in Europe and Central Asia and South Asia (Fig 1a).



<sup>1</sup> The Associate Awards included in the study are: Afghanistan, Africa Bureau (4 tasks), Djibouti, Egypt (EQUIP 1 and 2), El Salvador (EDIFAM and EXCELL), Ghana, Guatemala, Haiti (EQUIP1 and EQUIP3), Honduras, India, Jordan, Kenya, Macedonia, Malawi (MESA and EMIS), Mali, Namibia, Senegal (CLASSE and SITT combined), Tanzania, Uganda (EMIS and TDMS), Yemen, and Zambia. The Senegal CLASS and SITT projects were counted as 1 project. The Egypt Education Reform Program was treated as separate EQUIP1 and EQUIP2 projects – as per the contract.

**EQUIP Associate Award funding is concentrated in North Africa and the Middle East and sub-Saharan Africa (Fig 1b).** More than half of EQUIP project funding is concentrated in North Africa/Middle East (\$120 million is in the EQUIP1 and EQUIP2 Egypt Education Reform Project, as well as substantial investments in Jordan and Yemen), and approximately a quarter of the funding (\$88.7 million) is invested in Sub-Saharan and North Africa.

**EQUIP Associate Awards address all levels of the education system (Fig 2).** Eighty-one percent of the EQUIP projects deal with primary education and 43 percent address needs at the secondary and middle school level. Twenty-three percent of the projects address issues of early childhood education (ECE) programs and out-of-school youth, and 12 percent tertiary education.



**The EQUIP projects break into nine main thematic areas of involvement.** These areas include curriculum and materials development, decentralization and information systems, education policy and research, infrastructure and supply of learning materials, measuring learning outcomes, public demand and support for education, reaching underserved populations, school management and leadership, and teacher quality. Both EQUIP1 and 2 have projects focused on all nine thematic areas, whereas EQUIP3 projects are concentrated in four areas (Fig 3).

The five most dominant themes EQUIP projects are contributing to are: education policy and research (73 percent of the projects); public demand and support for education (58 percent); teacher quality (54 percent); reaching underserved populations (54 percent); and decentralization and information systems (46 percent).

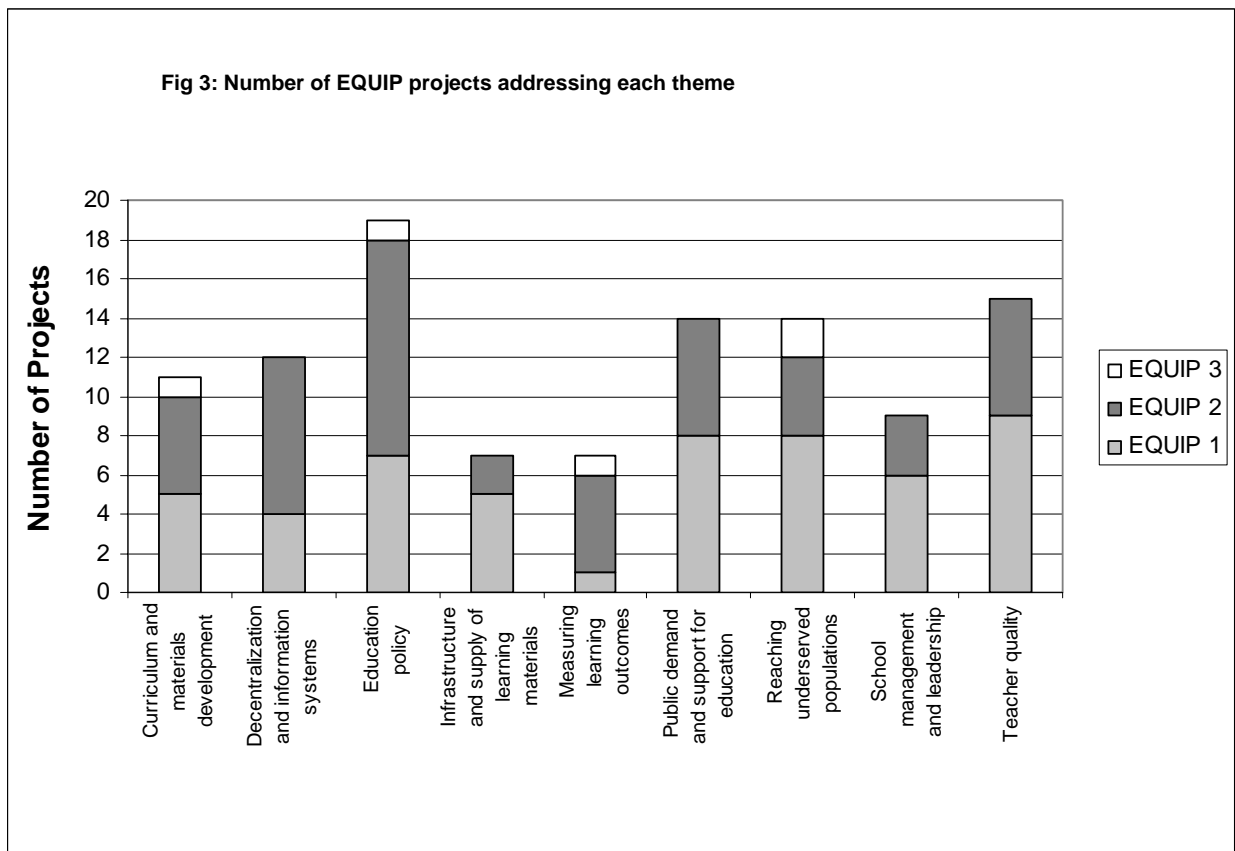


Table 1 shows the distribution of themes across each project, and the way in which projects are focusing on multiple themes to contribute to the general strategic objectives aimed at improving access, equity, quality and relevance of education provision.



**Table 1: Themes in each EQUIP project**

Project	Reaching underserved populations	Teacher quality	Public demand and support for education	Decentralization and Data and Information	School management and leadership	Education policy	Measuring learning outcomes	Infrastructure and supply of learning materials	Curriculum and materials development	Focus of Mission Strategic Objectives
Afghanistan EQUIP3	•	•								Basic education and health and economic empowerment
Afr. Bureau EQUIP1	•					•				N/A
Djibouti EQUIP1	•	•	•		•	•		•	•	Basic education improvement
Egypt EQUIP2		•	•	•	•	•	•		•	Improved access to quality education
Egypt EQUIP1	•	•	•	•	•		•	•		Improved access to quality education
EDIFAM EI Salvador EQUIP1		•	•	•		•			•	Expanded access and economic opportunity
EXCELL EI Salvador EQUIP1		•		•	•	•				Support school reforms, increased quality, enhanced learning
Ghana EQUIP2						•	•			Improved quality of and access to basic education
Guatemala EQUIP2			•			•				Healthier and better educated rural society
Haiti EQUIP1	•					•				Bring a fundamental reform to the education sector
Haiti EQUIP3	•					•	•		•	Out-of-school Youth Livelihood
Honduras EQUIP2	•	•	•	•		•	•		•	Investing in people: healthier, better educated people
India EQUIP1	•									Enhanced opportunities for vulnerable people
Jordan EQUIP2		•	•		•	•		•	•	Improved social development and governance
Kenya EQUIP1	•	•	•			•			•	Improved education opportunities for marginalized people
Macedonia EQUIP1		•	•		•	•				Improved quality and relevance in vocational schools
Malawi EQUIP2				•		•				Quality and efficiency of basic education improved
Malawi EQUIP1		•	•	•	•			•	•	Quality and efficiency of basic education improved
Mali EQUIP2	•			•						Quality of basic education for boys and girls improved
Namibia EQUIP2	•	•	•	•		•	•		•	Increased capacity of basic education system
Senegal	•	•	•	•	•	•		•		Increased access and quality of middle and basic ed, for girls
Tanzania EQUIP1	•	•	•		•			•	•	Student learning improved, especially at secondary school
UgandaTDMSE QUIP2						•				Quality basic education for an increased percentage of Ugandan children
Uganda EMIS EQUIP2				•		•				Quality basic education for an increased percentage of Ugandan children
Yemen EQUIP1	•	•	•					•		Increased management capacity in primary school administration and instruction quality-MoE
Zambia EQUIP2		•		•		•	•		•	Promote effective, equitable basic education

## Analysis of Themes by Geographic Regions

Several themes are prominent in all regions, including teacher quality, public demand and support for education, and reaching the underserved. While reaching the underserved is an important theme in three regions. As noted in Table 2, education policy and decentralization are more important themes in Africa and Latin America than in ANE and EUR.

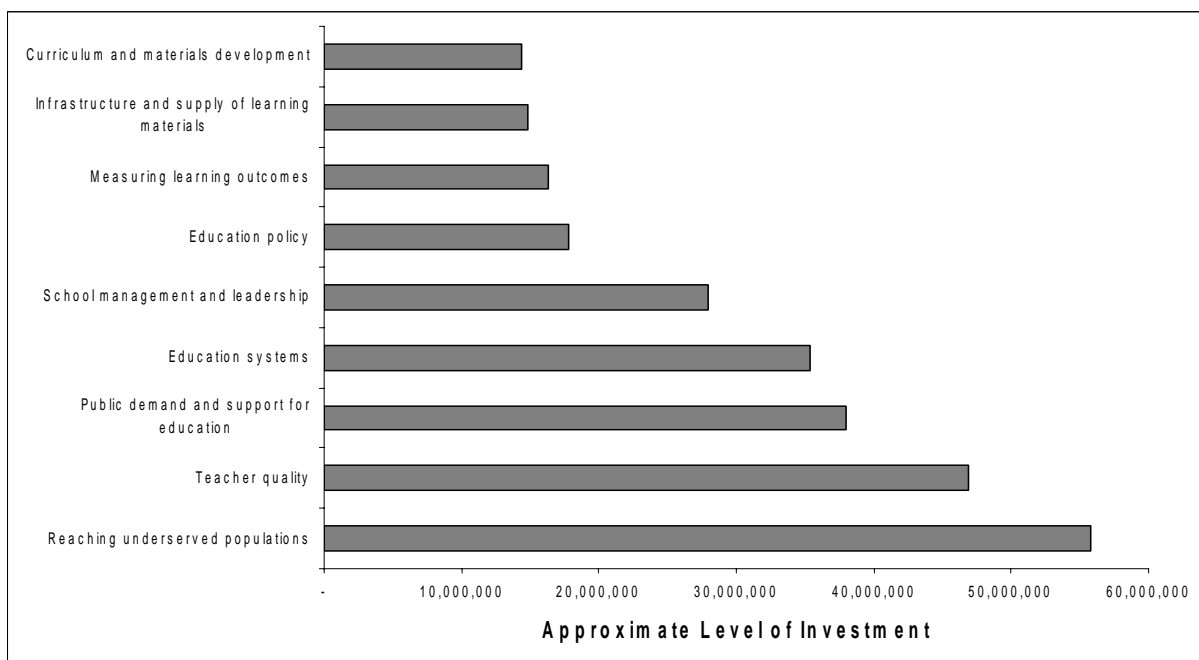
**Table 2: Most frequent themes, by region (as % of total projects)**

AFR	LAC	ANE	E&E (1 project)
Education Policy (69)	Education Policy (100)	Reaching underserved (67)	Teacher quality
Decentralization and information (54)	Reaching underserved (50)	Teacher quality (67)	Public demand
Public demand (54)	Teacher quality (50)	Public demand (67)	School management
Teacher quality (54)	Public demand (50)	School management (50)	Education policy
Reaching underserved (46)	Decentralization (50)	Infrastructure/ supplied (50)	
Curriculum (46)	Curriculum (50)		

## Analysis of Themes by Funding Levels

In terms of funding, 67 percent of USAID funding in EQUIP is concentrated in four theme areas: underserved populations (22 percent); teacher quality (19 percent); public demand for education (13 percent); and decentralization and information systems (13 percent). Seven percent of project funding supports measuring learning outcomes (fig 4).

**Fig 4: Approximate funding across EQUIP projects for each thematic area**



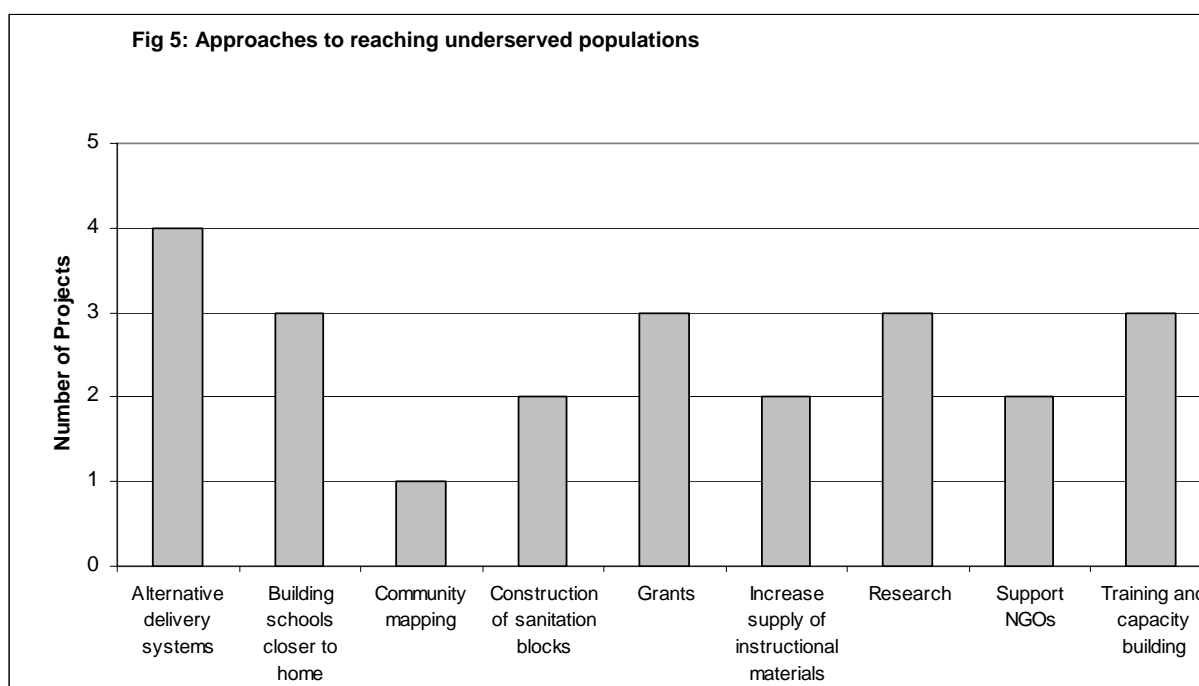
## Part II. Analysis of Strategies and Approaches

### Access and Equity

According to the 2003 UNICEF estimate, there are approximately 115 million children of primary school age who are not in school. Of this estimate, 76 percent are concentrated in rural areas and among female children. Fourteen EQUIP projects are focused on improving access and equity in education through reaching underserved populations (including unserved and marginalized groups).

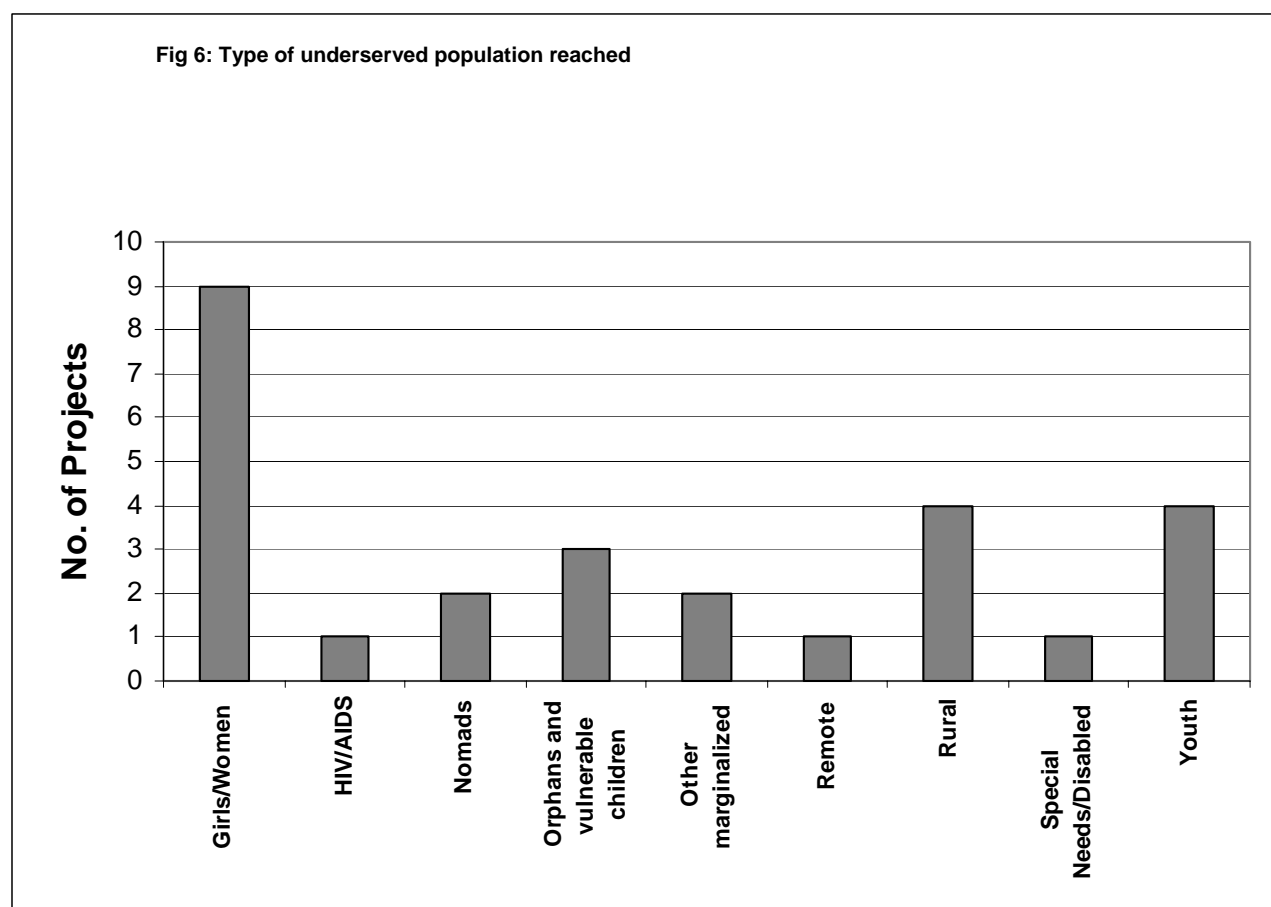
#### *Reaching Underserved Populations*

**Multiple strategies and approaches are used to meet diverse needs.** A range of approaches and strategies are being used to reach underserved populations (Fig 5 and Fig 6), the most frequently used being: supporting alternative delivery systems (complementary models of education)<sup>2</sup>, providing grants and scholarships, increasing the proximity of schools to certain populations (school construction), training and capacity building, and conducting research to support policy development. In addition, some projects are supporting NGOs that work with underserved populations, building sanitary facilities at schools to support girls' participation in education, and increasing the supply of instructional materials to underserved populations.



<sup>2</sup> Complementary models are defined as programs that complement the public education system through the provision of education to populations not currently served by the formal system. In some cases, programs seek to reintegrate students back into the formal education system, or expand access to schooling where none exists. In other cases, projects are providing education to out-of-school youth and adults to improve, amongst other things, literacy, productivity and livelihood success.

**Girls are the most frequently targeted underserved group.** Education of girls and women is a specific focus of 70 percent of the projects. The next most frequently targeted groups are youth, rural populations, and orphans and vulnerable children (OVC). While 76 percent of the underserved children are located in rural areas, only four EQUIP projects primarily target these large underserved populations. Instead, projects address the specific challenges of providing education to groups such as girls, nomads, and herd boys in settings, both rural and urban.



**Complementary models address literacy objectives for out-of-school and underserved populations.** Four projects (Djibouti, Egypt, Yemen, and Afghanistan) are using alternative delivery systems (complementary models) to reach underserved populations. Yemen and Djibouti are working in the informal sector to build and expand literacy centers for adults and/or out-of-school youth nationally. Afghanistan and Egypt is providing support to NGOs and the community for the provision of literacy education and life skills. In India and Haiti, projects are providing support to NGOs more broadly to target out-of-school populations and increase their access to education.

**Multiple strategies are used for increasing educational and literacy opportunities for girls.** In Djibouti, Afghanistan, and Egypt girls and women (particularly in rural areas), and youth are being provided with access to non-formal literacy and life skills education, particularly through training community based literacy trainers. In Senegal and Egypt, projects are building schools

with closer proximity to rural populations, and promoting equal access for girls in an effort to increase their participation in school. In Djibouti sanitation blocks are being constructed and existing schools rehabilitated. Projects in Tanzania, India, Haiti, and Egypt are using scholarship programs to support disadvantaged children, particularly girls.

**Orphans and vulnerable children (most often as a result of HIV/AIDS), nomads, rural groups, and children with special needs are also a focus of EQUIP projects.** A range of approaches are being used to reach OVCs in Africa. Through an EGAT/Africa Bureau Associate Award<sup>3</sup>, HIV/AIDS education is reaching villages across Zambia through radio programs and community grants for HIV AIDs activities in villages, which includes village exchanges. In Swaziland, the project is educating OVC populations in community centers in agricultural techniques such as plowing and cultivation, as well as providing them with HIV/AIDS awareness, life skills and literacy training. The Lesotho project is focused on purchasing wind-up cassette players, carpentry and agricultural tools, and teaching equipment for the creation of learning stations for herd boys. In Namibia, a small community group program is providing funds for local level projects to increase retention and completion rates for OVCs in primary schools in the most affected regions.

## Quality of Education

Activities and approaches that improve the quality of education directly are considered those related to teacher quality, school management and leadership, curriculum and materials development, measuring learning outcomes, and infrastructure and supply of learning materials<sup>4</sup>. Seventeen EQUIP projects focus on improving the quality of education, the majority of which are in the Africa and Middle East regions (12).

The most common strategy for improving the quality of education is teacher quality: 15 EQUIP projects have a component focused on teacher quality. The next most common approaches are curriculum and materials development (11); improved school management and leadership (nine); measuring learning outcomes (seven); and infrastructure improvements or supplying learning materials (seven).

### *Teacher Quality*

**Teacher professional development activities together with instructional support are the focus of 15 projects, over half of all EQUIP projects (Fig 7).** Teacher professional development support includes pre and in-service teacher training, strategies for addressing the recruitment and retention of teachers, ensuring that teachers have instructional materials, and good instructional management and leadership. Support to teachers in the classroom includes the development of instructional materials, training, and the establishment of peer networks.

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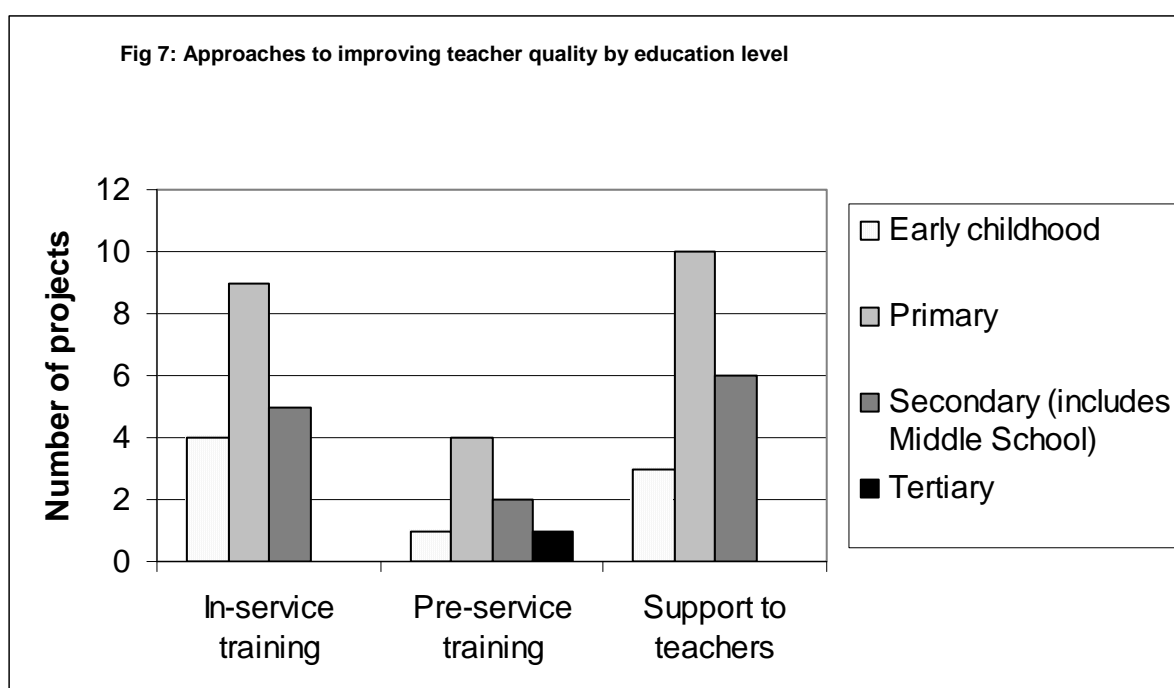
<sup>3</sup> The Africa Bureau buy-in includes projects in Swaziland, Zambia, and Lesotho.

<sup>4</sup> For the purposes of this study, a focus on quality means that projects are implementing interventions related to curriculum and materials development, teacher quality, measuring learning outcomes, school management and leadership, and infrastructure and supply of learning materials.

Teacher quality improvement is a feature of projects in all geographic regions – between half and two-thirds of all projects in all regions includes a teacher quality component.

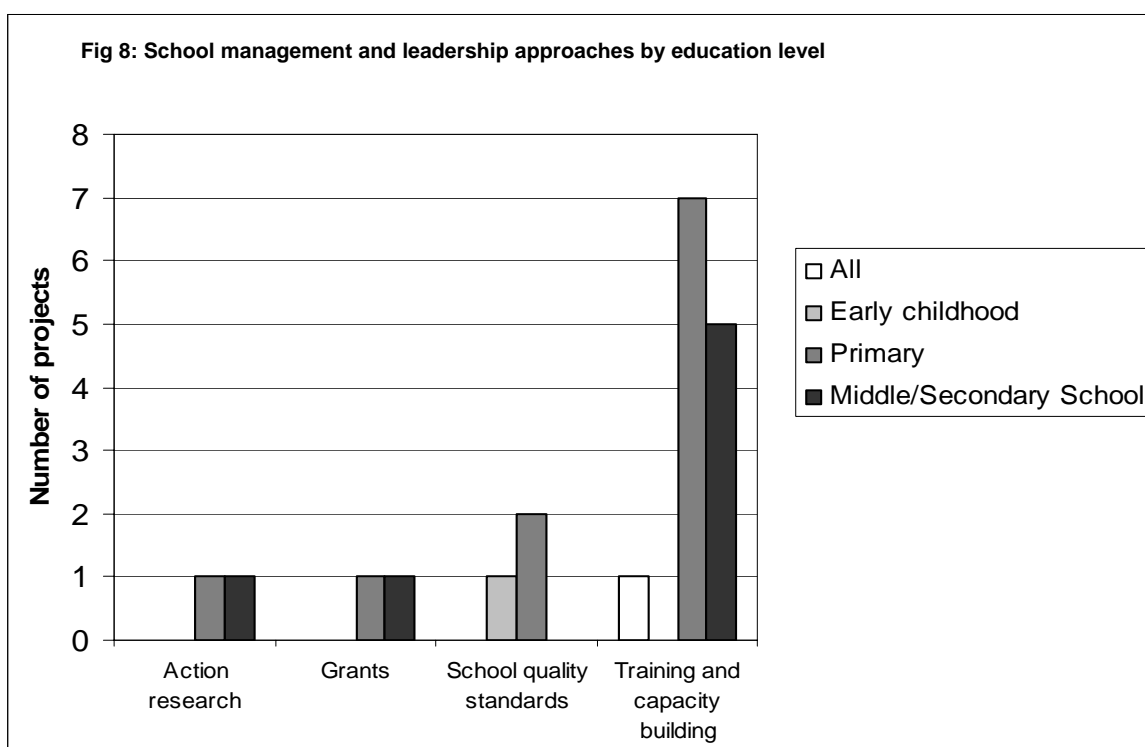
**In-service teacher training is the most common approach.** Thirteen of the 15 projects have an in-service teacher training component, using one of several strategies: a) clusters of schools that gather for regular professional development activities and reflection; b) cascade training using central workshops for trainer-of-trainers; and c) school-based training. In Egypt, the project has a specific objective of strengthening the in-service teacher training system through the use of standards, as well as implementing innovative training in selected schools.

**Six projects have components of pre-service education and target teachers in ECE through Secondary Education** (Fig 7). In Egypt, the project is strengthening pre-service teacher development to be consistent with curriculum reform and new standards, as well as reforming the professional development system at the tertiary level. In Jordan, the project is revising the pre-service teacher curriculum degree program as well as providing training to ECE teachers. Several of the projects have both pre and in-service components, including Namibia and Egypt. In these cases, every effort is being made to link in-service training to classroom practicum and conduct evaluation of teachers using classroom observation and focus groups.



**Developing performance standards are a feature in five EQUIP projects.** In Egypt, Tanzania, Namibia, and Senegal, projects are developing teacher performance standards as part of their pre-service training programs. Jordan and Namibia are also developing accreditation systems for accredited pre-service training programs.

**Classroom support to teachers is an element in 14 EQUIP projects.** Classroom support is a category that includes any form of non-training support needed by teachers. Two projects are designing instructional modules for learning; four projects are providing leadership training (i.e. head teachers, instructional advisors, principals); and one project is developing a teacher resource center. Other types of support include the development of multi-media tools, mentoring, information clinics, and the development of strategies for addressing teacher absenteeism.

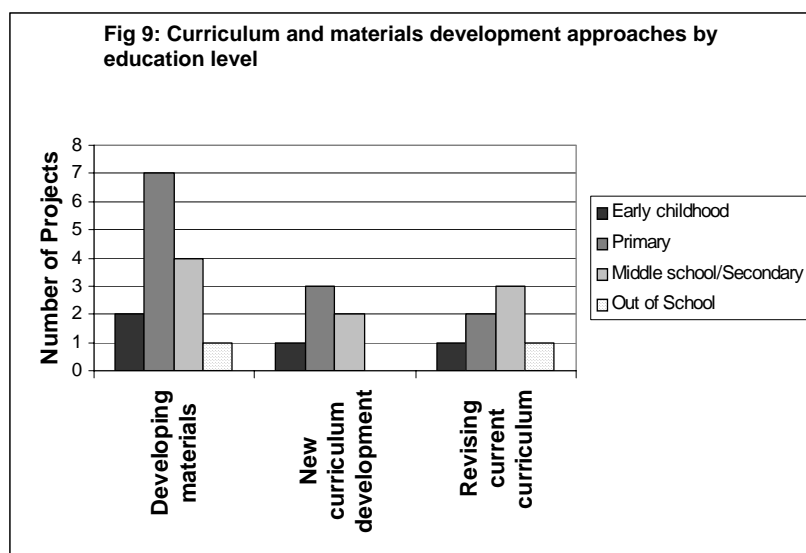


### *School Management and Leadership*

**Improving school management and leadership is a strategy being used in nine EQUIP projects** (Fig 4). School management has long been identified as a key factor in improved education quality. Nine EQUIP projects are addressing this need through training and capacity building of key school leaders, including school principals, school management groups, district officials, and parent-teacher committee members. In Egypt and Macedonia, the development of school quality standards, linked to an accreditation system, are being used to help direct school improvement to a particular standard. While all projects are training school principles, projects in Egypt, El Salvador (EXCELL) and Tanzania are also training Ministry of Education officials to improve their ability to support school leadership. School boards or school committees are being trained in Egypt, Malawi, and Tanzania.

## *Curriculum and Materials Development*

**Eleven projects are working on curriculum and learning materials development** in a range of subject areas (predominantly math, language, science, HIV/AIDS, school to work, and special needs), and across all education levels of the system (Fig 9). Of these projects, four are located in AFR region, three in the ANE region and two in the LAC region.



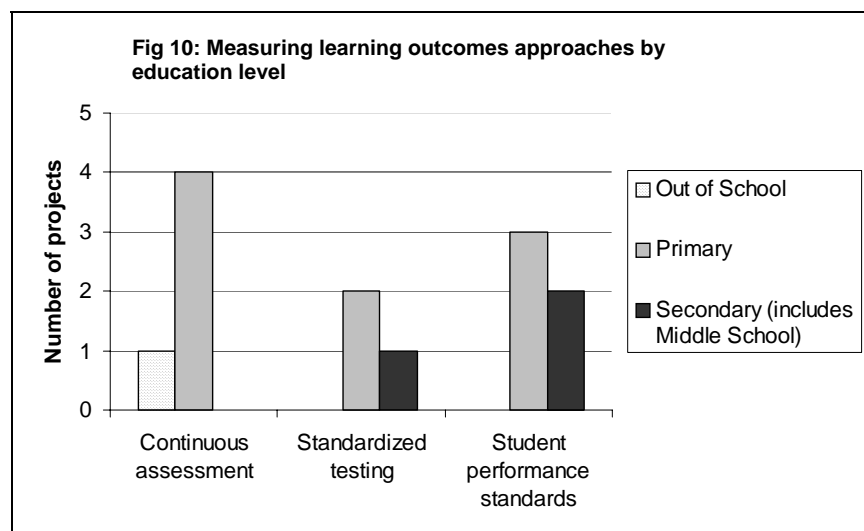
Of the 11 projects, five projects are revising current curriculum. The project in Djibouti is contributing to the development of both a basic education and HIV AIDS curriculum; Egypt is developing school to career curriculum; Jordan is not only developing new curriculum for school to career, but revising its current Management and Information stream curriculum; Honduras is revising curriculum in Spanish and math. In addition to revising curriculum, five projects are developing new curriculum in all content areas, and nine are developing new materials.

Despite the large number of projects developing materials and curriculum under EQUIP, overall funding for these projects is the smallest compared to other thematic areas (Fig 4).

## *Measuring Learning Outcomes*

**Developing improved systems to measure pupil learning outcomes is the objective of seven EQUIP projects.** These projects are focused on developing or improving continuous assessment systems, standardized testing systems, or developing student performance standards. Fig 10 shows the distribution of approaches at each education level. Of the six projects focusing on measuring learning outcomes, five are in the Africa and Asia Near East region and one is in Latin America.





**Egypt, Ghana, Namibia and Zambia are supporting the development of continuous assessment (CA) systems.** In Namibia, the development of the CA tool may contribute to national level reporting. In Zambia, the focus of developing CA is focused on technical assistance for policy development, test creation and implementation as a way of linking with the national standardized testing system. In Ghana, the CA component is focused only on the development of a school readiness instrument.

**Both Ghana and Honduras are assisting governments to develop standardized testing systems.** In Ghana, the project is revising the old national and school level tests to create a more comprehensive assessment system that is better linked to the curriculum and are criterion referenced. In Honduras, a series of norm-referenced exams include not only the high stakes summative exams, but the development of monthly process tests and periodic trend tests as well. Both projects are focused on capacity building of key assessment staff at all levels of the system (Ghana, Honduras).

**Projects in Egypt and Honduras are developing and implementing performance standards.** In Honduras, the student performance standards are being developed specifically around the Spanish and Math curriculum. In Egypt, student performance standards are being developed in all subject areas, including school to career.

### ***Infrastructure and Materials Development***

**The rehabilitation of school infrastructure and the supply of learning materials are components of seven projects.** Projects are providing books and equipment to all levels of the education system and renovating ECE, primary and middle school classrooms as well as university teacher training facilities. This category include the three projects that are building facilities other than classrooms: in Jordan, the project is renovating classroom and resource centers; in Malawi, construction is focused on infrastructure development of teacher training facilities; and in Yemen, the project is building multi-purpose community/teacher centers.

Four projects (Djibouti, Jordan, Senegal and Yemen) are renovating existing facilities. Jordan and Djibouti are renovating classrooms and procuring furniture. The project in Senegal is refurbishing existing middle schools and Yemen is renovating classrooms and creating sanitation blocks in the local architectural style.

The provision of learning materials is varied across the projects. In Tanzania the project is providing both text and library books to schools as well as procuring lab equipment. In Senegal, procurement is focused on equipment for the set up of ICT centers for students and teachers. Malawi and Jordan are also procuring equipment for the creation of ICT stations or centers in the classrooms and/or schools. Egypt, Djibouti, and Malawi are also purchasing textbooks for students.

## **Education Systems, Policy and Capacity Building**

The dominant focus of the EQUIP projects is on improving the institutional capacity of the educational system. Of the 26 projects currently being implemented by EQUIP, 18 are implementing interventions intended to improve the institutional capacity<sup>5</sup> through strengthening decentralization and information systems, policy formulation and implementation, education research, and public demand for education.

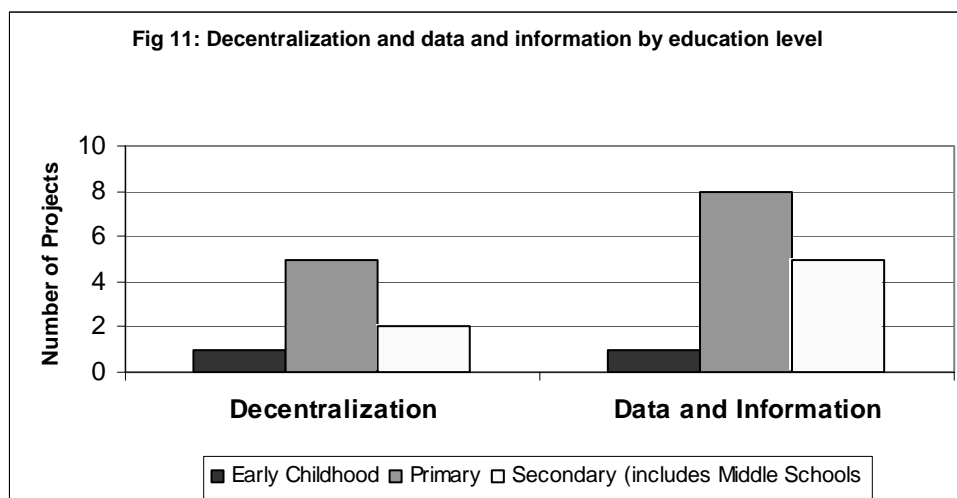
Education policy is the main approach in all 18 projects, while 14 projects are conducting some kind of educational research or evaluation. Nine projects also have a component focused on improvements to the educational system, of which seven are working to improve decentralization and eight are improving data and information systems.

### ***Decentralization and Information Systems***

**EQUIP projects address decentralization and information needs in all regions.** Seven EQUIP projects are supporting decentralization efforts at the early childhood, primary, and secondary education (Fig 11). In Egypt, Namibia, Senegal and Zambia, training and capacity building focuses on all levels of the system: local, sub-national and national levels. In Egypt and Mali, decentralization support is the dominant theme of the project, whereas it is a contextual factor in most of the other projects. The Egypt EQUIP1 and EQUIP2 projects are implementing a comprehensive decentralization reform at the national, and selected regional and school levels, with the intent to scale up to the national level. The Mali project is a component of broader donor support, focused on capacity building at the regional level, clarifying roles and responsibilities, and coordinating a regional education fund to support regional action planning.

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<sup>5</sup> For the purposes of this study, categorizing institutional capacity was dependant on how the policies were implemented and how the policy development process occurred (i.e. creation of groups, steering committee, establishment of lay personnel to undertake work).



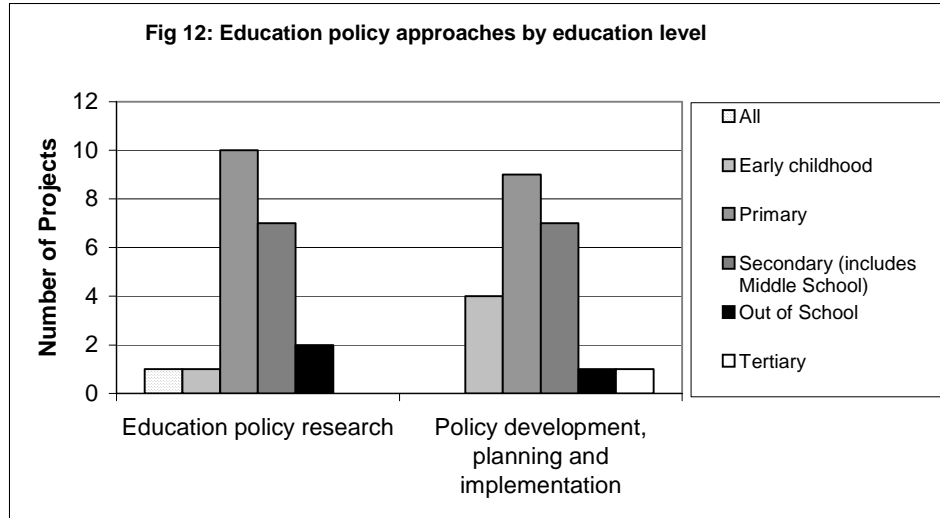
In Mali and El Salvador, the project focuses on building the capacity of regional and national leaders, and in Honduras, teachers and school principals are being trained to support decentralization at the local level. The rest of the projects support subcomponents of the system to provide more detailed information on issues such as girls, OVCs, or learning outcomes.

Policy dialogue is being used to bring consensus among stakeholders in education and help move groups towards a shared vision of decentralization. This approach to improving the processes in decentralization is being used in Egypt (MoE and business sector), Namibia, and Zambia.

Eleven projects have a data and information component. Three African projects support the development of sustainable and efficient Education Management Information Systems (Malawi, Zambia, and Uganda). Other projects support non-EMIS information needs, such as the development of intra-institutional communication and shared databases (El Salvador); training and capacity building for MoE, mid-level managers and/or teachers on data processing and analysis (El Salvador, Honduras, Malawi, Mali, and Uganda); monitoring and evaluation (Egypt); and equipment/hardware procurement (El Salvador, Honduras, Malawi, and Uganda).

### ***Education Policy and Research***

**Education policy formulation and implementation is a component of 19 projects.** Eleven projects are working with Ministry counterparts to help in the development, planning, or implementation of education policy around a wide range of issues, in all levels of the education sector from early childhood development to tertiary education (Fig 12). Typically projects incorporate policy dialogue, consensus building, institutional capacity building, and support for strategic planning to assist ministries develop, plan, and implement policy. Topics for policy dialogue ranges from developing career paths for school directors, the role of private education, education finance, to transitions from pre to primary education and teacher education and supply.



**Education research is being conducted in 17 EQUIP projects.** Research is a broad topic, covering a range of studies and assessments that range from structured research to targeted assessments. However, the amount of project-based research to support policy dialogue and decision making is significant. A partial list is included in table 3.

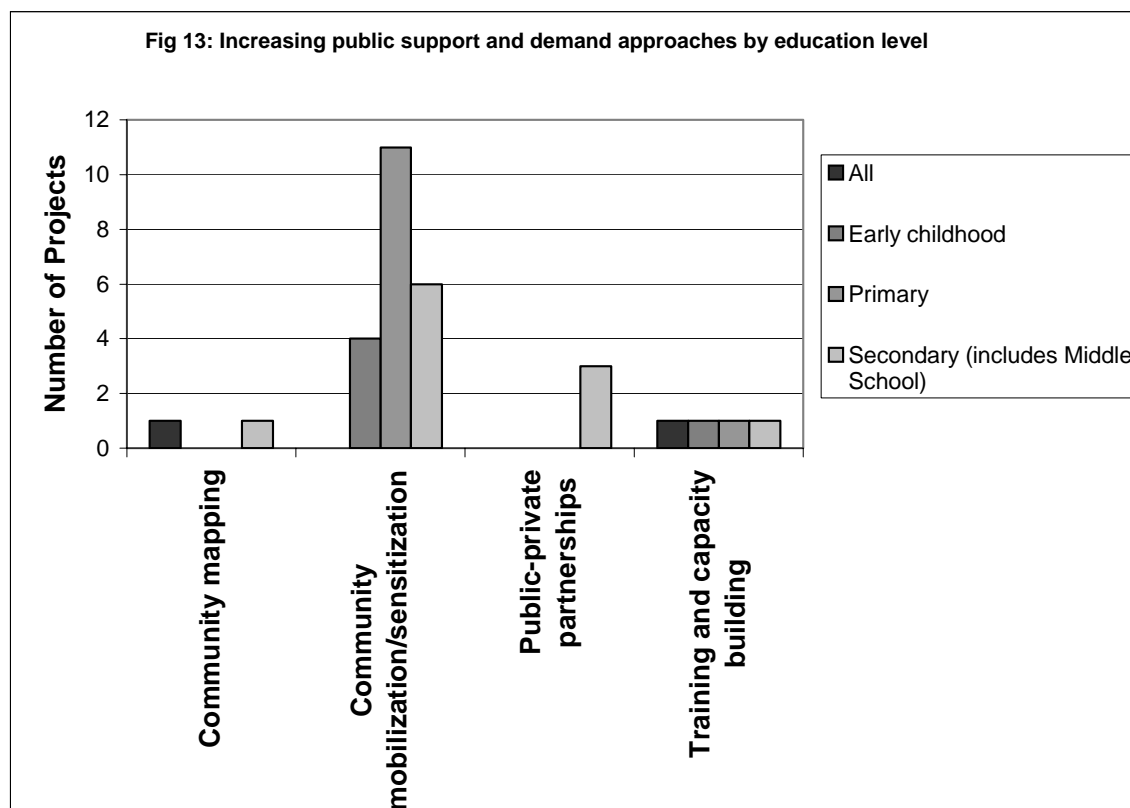
**Table 3: Education Research Topics in Various Countries**

<b>Project/Country</b>	<b>Education Research Topic</b>
Africa Bureau	<ul style="list-style-type: none"> <li>Needs assessment focused on poverty, HIV/AIDs, role of school feeding and community centers</li> </ul>
Djibouti	<ul style="list-style-type: none"> <li>Teacher Development</li> </ul>
Egypt	<ul style="list-style-type: none"> <li>Measuring learning outcomes</li> <li>School to work</li> <li>In-service and pre-service training</li> <li>Teacher satisfaction survey</li> <li>Community satisfaction (decentralization)</li> <li>M&amp;E assessment of cost-effectiveness of measures</li> </ul>
El Salvador EXCELL	<ul style="list-style-type: none"> <li>Impact of ECE policies and programs</li> <li>Effective strategies for improving quality in rural schools</li> <li>Teacher profiles</li> <li>Relationship between education and development inequities</li> <li>Factors in education interventions that reduce poverty</li> <li>Use of data for M&amp;E</li> </ul>
Ghana	<ul style="list-style-type: none"> <li>Opportunity to learn study (student and classroom conditions)</li> <li>Teacher and student perception of examinations</li> </ul>
Guatemala	<ul style="list-style-type: none"> <li>Private sector contributions to education quality</li> <li>Fiscal decentralization</li> <li>Discussion papers on education finance</li> <li>Elite interviews on education quality</li> <li>Department level social audit</li> <li>Studies on financing education, equity and efficiency in finance, subsidies and incentives</li> </ul>
Haiti	<ul style="list-style-type: none"> <li>Survey of scholarship programs in Haiti</li> <li>Inventory of best practices/lessons learned for youth skill and livelihood training</li> </ul>
Honduras	<ul style="list-style-type: none"> <li>Low cost and reliable test administration, scoring and reporting strategies</li> <li>Assessment of EDUCATODOS in terms of dropout, completion, pass rates</li> </ul>
India	<ul style="list-style-type: none"> <li>Best practices in reaching underserved – action research</li> <li>School quality in complementary models</li> <li>NGO capacity to reach the underserved</li> </ul>
Jordan	<ul style="list-style-type: none"> <li>ICT sector demand study</li> <li>Labor market skills study</li> <li>Discovery school pilot evaluation</li> <li>STW pilot evaluation – transition to workforce</li> <li>Teacher training systems evaluation</li> <li>Tracking study of MIS (commercial track) graduates</li> <li>Action research – classroom monitoring of curriculum implementation</li> </ul>
Kenya	<ul style="list-style-type: none"> <li>Needs assessment of marginalized populations</li> <li>Community participation in addressing classroom challenges (class size, teacher shortage)</li> </ul>
Macedonia	<ul style="list-style-type: none"> <li>Decentralized Education</li> <li>Dropout rates; enrollment and retention in vocational schools; schools and staffing survey</li> <li>Lifelong learning</li> </ul>
Mali	<ul style="list-style-type: none"> <li>Adequacy of education system and demand for rural education</li> <li>Tools to assess successful interventions to improve access</li> </ul>
Namibia	<ul style="list-style-type: none"> <li>Study of out-of-school OVCs (numbers and reasons)</li> <li>Teacher absenteeism as a result of HIV/AIDs</li> </ul>
Senegal	<ul style="list-style-type: none"> <li>Policy for new in-service teacher and school director training</li> </ul>
Uganda TDMS	<ul style="list-style-type: none"> <li>Evaluation of Teacher Development Management System</li> </ul>
Zambia	<ul style="list-style-type: none"> <li>Decentralization analysis</li> <li>Policy monitoring, research, and implementation</li> </ul>

## ***Public Demand and Support for Education***

EQUIP projects are working to increase public and private demand and support for education and education reform. Public demand and support for education touches aspects of all three areas: quality, access and equity, and institutional capacity. Fourteen of the 26 projects are implementing interventions related to improving the public demand for education, including community mobilization/sensitization, awareness campaigns, and community training (Fig 13).

In Jordan, Egypt, and Macedonia, public private partnerships support the introduction and strengthening of school to work programs. Community mapping is a new and unique feature of the project in both Jordan and Egypt, where school to work opportunities in the immediate school community are being identified using youth and community groups.



Community mobilization in Djibouti, Egypt, El Salvador (EDIFAM), and Kenya supports a range of education objectives, including: increase parent's role in education; increasing community support to education, using Sesame Street to increase the importance of child rearing skills; and develop more effective ways of working with underserved populations. Project support in Malawi encourages communities to lobby, research, teach, provide role models in schools, support HIV AIDS affect families, and provide resources and expertise to families. In Jordan, Guatemala, Macedonia, and Senegal, community awareness campaigns increase public support for education. In Jordan, an awareness campaign is being conducted to increase participation in ECE education; in Guatemala, support for the Vision Education process will increase public and private investment in education and support universal first grade enrollment.

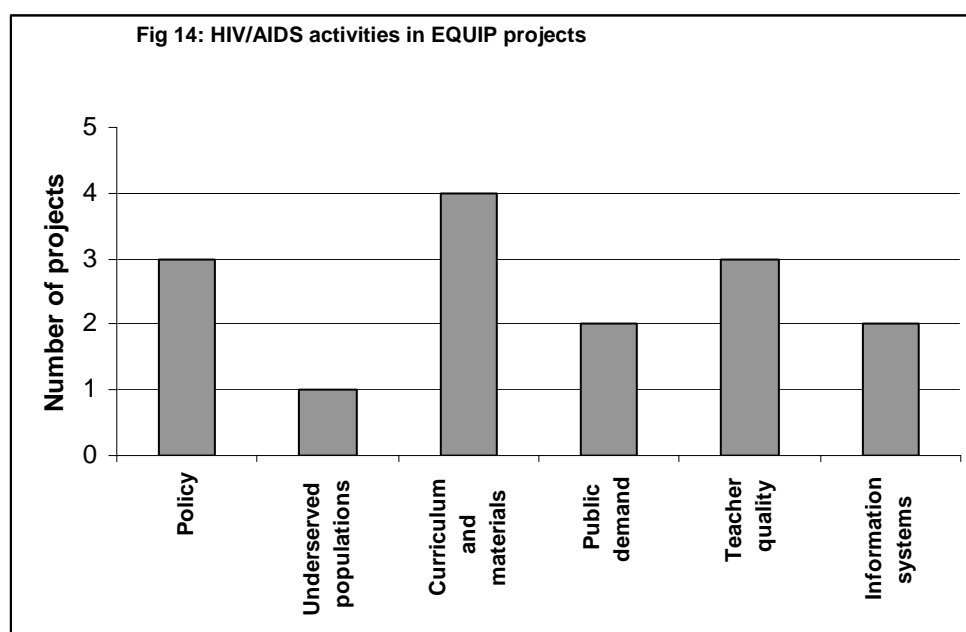
In Macedonia, public awareness campaigns are being conducted to increase support and knowledge of school to career centers and preparation activities. Senegal is increasing awareness of girl's education among communities, and mobilizing communities to build and support middle schools.

## Special Topics

Emerging areas of USAID program involvement include HIV/AIDS, school to work initiatives, and standards-based reforms, including measuring learning outcomes.

### *HIV/AIDS*

Seven EQUIP Associate Awards are dealing with issues of HIV/AIDS (Djibouti, Kenya, Malawi, Mali, Namibia, Zambia, and Africa Bureau). The most frequent activities are developing curriculum and learning materials, teacher training, and policy dialogue. The Africa Bureau Award is working to develop alternative delivery systems to reach underserved populations and both Namibia and Mali are developing information systems to track HIV/AIDS impact and programs.



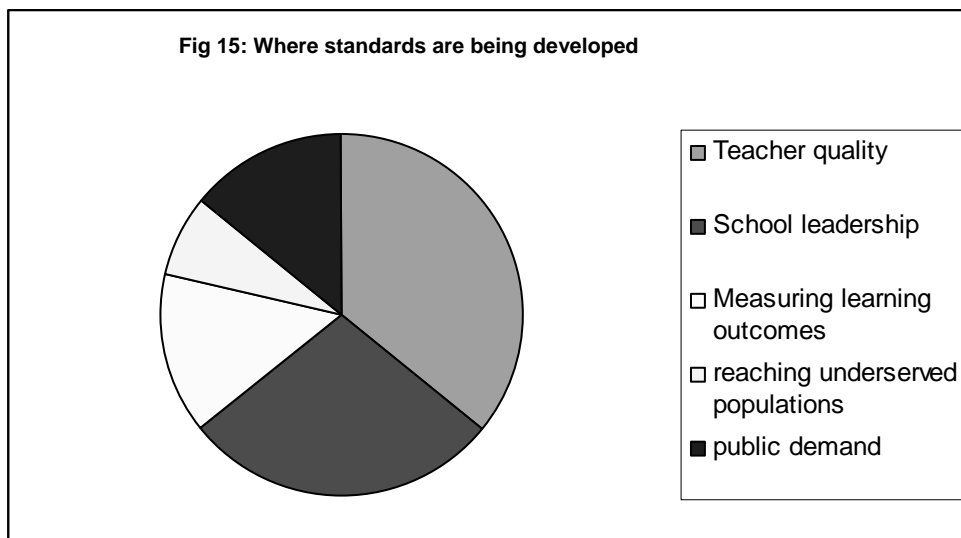
### *School to Work*

As progress is made in improving access to a quality education, educators are increasingly focused on issues of outcomes – both student learning and in terms of the relevance of education in preparing young people for the world of work. Six projects are implementing various types of school-to-work activities (Egypt1 and Egypt2, Jordan, Macedonia, Haiti, and Senegal). The programs include development of curriculum and materials for pilot programs, fostering public demand and support for education, including public-private partnerships, training for teachers

and principals, and policy research. One of the Haiti projects is preparing out-of-school youth for the world of work.

### ***Standards***

Standards-based reform is increasingly evident in many countries supported by USAID programs. Standards-based reform is an element in nine EQUIP projects (Egypt 1 and 2, Haiti, Honduras, Jordan, Macedonia, Namibia, Senegal, and Tanzania). Standards are used in a variety of ways, including to establish standards for schools (Egypt, Jordan), for student performance (Egypt, Honduras), for school management (Macedonia, Egypt, Senegal), and teachers (Tanzania, Namibia, Senegal, Honduras, and Egypt), and community/NGO activity (Egypt, Honduras, Haiti). Standards can be used for many purposes, ranging from high-stakes testing to a tool for standardizing and orienting training programs.





## Part III. Conclusions and Recommendations

The USAID projects supported through the EQUIP mechanism represent a microcosm of the education initiatives around the world. The patterns in the EQUIP projects demonstrate a diversity of objectives and programs that span the range of possible education interventions. USAID is working at every level of the education system, from early childhood to post-secondary and tertiary, and is promoting a number of innovative strategies. This diversity demonstrates the adaptation of strategies to different contextual settings.

This study can be useful in several ways. The analysis of trends and patterns can support the development of a USAID research agenda for effective development. The EQUIP program provides a unique opportunity for policy makers and researchers alike to examine and measure how different approaches are being implemented across the world and draw lessons learned about how these interventions contribute to the improved quality of education. For each of the major areas of intervention (education policy analysis, public demand and participation, improving teacher quality, decentralization), EQUIP projects are partnering with host governments to explore effective strategies that can be sustainable. The analysis of alternative strategies against criteria of cost-effectiveness and sustainability could provide useful guidance for future programming.

The EQUIP program, through its Leader Award resources, is actively researching some of these issues through coordinating Leader and Associate information. EQUIP1 is looking at the impact of different interventions on education quality. EQUIP2 is analyzing the cost-effectiveness and sustainability of alternative delivery systems, as well as supporting decentralization projects with analytical tools and state of the art knowledge. EQUIP3 is evaluating indigenous youth projects that focus on youth livelihood, complementary education, and community service with an emphasis on learning about achieving scale in addition to researching the basic educational needs for out-of-school youth. In the coming year, EQUIP hopes to further develop evaluation and learning strategies that generate increased knowledge and support effective programming for education development. This study may also be used as a base for expanding the analysis to all USAID education projects, and cross-project coordination of a research agenda, under the leadership of EGAT/ED.

# Appendix 1: Country Projects Listed by Theme

## *Curriculum and materials development*

Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Education Reform Project (ERP) - EQUIP2
El Salvador	Early Childhood Family Education Activity (EDIFAM)
Haiti	Out-of-School Youth Livelihood Initiative (IDIJEN)
Honduras	Improving Student Achievement Project
Jordan	Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
Kenya	Education of Marginalized Children Kenya (EMACK)
Malawi	Malawi Education Support Activity (MESA)
Namibia	Basic Education Support, Phase 3 (BES 3)
Tanzania	Improving the Quality of Learning in Zanzibar
Zambia	Improving Information and Strengthening Policy Implementation

## *Decentralization and information systems*

Egypt	Education Reform Project (ERP) - EQUIP2
Egypt	Education Reform Project (ERP) - EQUIP1
El Salvador	Early Childhood Family Education Activity (EDIFAM)
El Salvador	Excellence in Classroom Education at the Local Level (EXCELL)
Honduras	Improving Student Achievement Project
Malawi	Education Sector Policy, Planning, EMIS Support, and Higher Education Strategic Plan Development
Malawi	Malawi Education Support Activity (MESA)
Mali	Regional Action Plan/Decision Making Project (RAP-DMP)
Namibia	Basic Education Support, Phase 3 (BES 3)
Senegal	Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
Uganda	Support for Education Management Information Systems
Zambia	Improving Information and Strengthening Policy Implementation

## *Education policy*

Africa Bureau	Combined Africa Bureau Projects
Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Education Reform Project (ERP) - EQUIP2
El Salvador	Early Childhood Family Education Activity (EDIFAM)
El Salvador	Excellence in Classroom Education at the Local Level (EXCELL)
Ghana	Basic Education Comprehensive Assessment System
Guatemala	Policy Dialogue and Social Marketing Campaign

Haiti	Out-of-School Youth Livelihood Initiative (IDIJEN)
Haiti	Increased Community Support for Primary Education
Honduras	Improving Student Achievement Project
Jordan	Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
Kenya	Education of Marginalized Children Kenya (EMACK)
Macedonia	Secondary Education Activity (SEA)
Malawi	Education Sector Policy, Planning, EMIS Support, and Higher Education Strategic Plan Development
Namibia	Basic Education Support, Phase 3 (BES 3)
Senegal	Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
Uganda	Support for Education Management Information Systems
Uganda	Teacher Development Management System
Zambia	Improving Information and Strengthening Policy Implementation

### *Infrastructure and supply of learning materials*

Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Education Reform Project (ERP) - EQUIP1
Jordan	Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
Malawi	Malawi Education Support Activity (MESA)
Senegal	Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
Tanzania	Improving the Quality of Learning in Zanzibar
Yemen	Yemen Accelerated Learning Activity (YALA)

### *Measuring learning outcomes*

Egypt	Education Reform Project (ERP) - EQUIP2
Egypt	Education Reform Project (ERP) - EQUIP1
Ghana	Basic Education Comprehensive Assessment System
Haiti	Out-of-School Youth Livelihood Initiative (IDIJEN)
Honduras	Improving Student Achievement Project
Namibia	Basic Education Support, Phase 3 (BES 3)
Zambia	Improving Information and Strengthening Policy Implementation

### *Public demand and support for education*

Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Education Reform Project (ERP) - EQUIP2
Egypt	Education Reform Project (ERP) - EQUIP1
El Salvador	Early Childhood Family Education Activity (EDIFAM)
Guatemala	Policy Dialogue and Social Marketing Campaign

Honduras	Improving Student Achievement Project
Jordan	Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
Kenya	Education of Marginalized Children Kenya (EMACK)
Macedonia	Secondary Education Activity (SEA)
Malawi	Malawi Education Support Activity (MESA)
Namibia	Basic Education Support, Phase 3 (BES 3)
Senegal	Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
Tanzania	Improving the Quality of Learning in Zanzibar
Yemen	Yemen Accelerated Learning Activity (YALA)

### *Reaching underserved populations*

Afghanistan	Literacy and Community Empowerment Program (LCEP)
Africa Bureau	Combined Africa Bureau Projects
Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Education Reform Project (ERP) - EQUIP1
Haiti	Out-of-School Youth Livelihood Initiative (IDIJEN)
Haiti	Increased Community Support for Primary Education
Honduras	Improving Student Achievement Project
India	Reaching and Educating At-Risk Children (REACH)
Kenya	Education of Marginalized Children Kenya (EMACK)
Mali	Regional Action Plan/Decision Making Project (RAP-DMP)
Namibia	Basic Education Support, Phase 3 (BES 3)
Senegal	Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
Tanzania	Improving the Quality of Learning in Zanzibar
Yemen	Yemen Accelerated Learning Activity (YALA)

### *School management and leadership*

Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Education Reform Project (ERP) - EQUIP2
Egypt	Education Reform Project (ERP) - EQUIP1
El Salvador	Excellence in Classroom Education at the Local Level (EXCELL)
Jordan	Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
Macedonia	Secondary Education Activity (SEA)
Malawi	Malawi Education Support Activity (MESA)
Senegal	Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
Tanzania	Improving the Quality of Learning in Zanzibar

### *Teacher quality*

Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Education Reform Project (ERP) - EQUIP2
Egypt	Education Reform Project (ERP) - EQUIP1
El Salvador	Early Childhood Family Education Activity (EDIFAM)
El Salvador	Excellence in Classroom Education at the Local Level (EXCELL)
Honduras	Improving Student Achievement Project
Jordan	Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
Kenya	Education of Marginalized Children Kenya (EMACK)
Macedonia	Secondary Education Activity (SEA)
Malawi	Malawi Education Support Activity (MESA)
Namibia	Basic Education Support, Phase 3 (BES 3)
Senegal	Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
Tanzania	Improving the Quality of Learning in Zanzibar
Yemen	Yemen Accelerated Learning Activity (YALA)
Zambia	Improving Information and Strengthening Policy Implementation

## Appendix 2: Table of Country Projects by Theme and Approach

THEME	APPROACH	PROJECT
Curriculum and Materials Development	Developing Materials	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
		Namibia: Basic Education Support, Phase 3 (BES 3)
		El Salvador: Early Childhood Family Education Activity (EDIFAM)
		Kenya: Education of Marginalized Children in Kenya (EMACK)
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
		Honduras: Improving Student Achievement Project (MIDEH)
		Tanzania: Improving the Quality of Learning in Zanzibar
		Malawi: Malawi Education Support Activity (MESA)
		Zambia: Improving Information and Strengthening Policy Implementation
	New Curriculum Development	Egypt: Education Reform Project (ERP) - EQUIP2
		Namibia: Basic Education Support, Phase 3 (BES 3)
		Kenya: Education of Marginalized Children in Kenya (EMACK)
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
		Malawi: Malawi Education Support Activity (MESA)
	Revising Current Curriculum	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
		Egypt: Education Reform Project (ERP) - EQUIP2
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
		Haiti: Out-of-School Youth Livelihood Initiative (IDIJEN)
		Honduras: Improving Student Achievement Project (MIDEH)
Decentralization and Information Systems	Data and Information	Mali: Regional Action Plan/Decision Making Project (RAP-DMP)
		Egypt: Education Reform Project (ERP) - EQUIP2
		Namibia: Basic Education Support, Phase 3 (BES 3)
		El Salvador: Early Childhood Family Education Activity (EDIFAM)
		Egypt: Education Reform Project (ERP) - EQUIP1
		Malawi: Education Sector Policy, Planning, EMIS Support, and Higher Education Strategic Plan Development

		El Salvador: Excellence in Classroom Education at the Local Level (EXCELL)
		Honduras: Improving Student Achievement Project (MIDEH)
		Malawi: Malawi Education Support Activity (MESA)
		Uganda: Support for Education Management Information Systems
		Zambia: Improving Information and Strengthening Policy Implementation
	Decentralization	Mali: Regional Action Plan/Decision Making Project (RAP-DMP)
		Egypt: Education Reform Project (ERP) - EQUIP2
		Namibia: Basic Education Support, Phase 3 (BES 3)
		Senegal: Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
		El Salvador: Early Childhood Family Education Activity (EDIFAM)
		Honduras: Improving Student Achievement Project (MIDEH)
		Zambia: Improving Information and Strengthening Policy Implementation
Education Policy	Education Policy Research	Djibouti: Assistance Internationale pour le Développement de l'Éducation (AIDE)
		Ghana: Basic Education Comprehensive Assessment System (BECAS)
		Namibia: Basic Education Support, Phase 3 (BES 3)
		Combined Africa Bureau Projects
		Senegal: Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
		El Salvador: Early Childhood Family Education Activity (EDIFAM)
		Guatemala: Policy Dialogue and Social Marketing Campaign
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
		El Salvador: Excellence in Classroom Education at the Local Level (EXCELL)
		Honduras: Improving Student Achievement Project (MIDEH)
		Haiti: Increased Community Support for Primary Education (ICSPE)
		Macedonia: Secondary Education Activity (SEA)
		Uganda: Teacher Development and Management Systems evaluation (TDMS)
	Policy Development, Planning, and Implementation	Djibouti: Assistance Internationale pour le Développement de l'Éducation (AIDE)
		Namibia: Basic Education Support, Phase 3 (BES 3)
		Combined Africa Bureau Projects
		Senegal: Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved

		Teacher Training (SITT)
		El Salvador: Early Childhood Family Education Activity (EDIFAM)
		Guatemala: Policy Dialogue and Social Marketing Campaign
		Kenya: Education of Marginalized Children in Kenya (EMACK)
		Malawi: Education Sector Policy, Planning, EMIS Support, and Higher Education Strategic Plan Development
		Haiti: Out-of-School Youth Livelihood Initiative(IDIJEN)
		Honduras: Improving Student Achievement Project (MIDEH)
		Macedonia: Secondary Education Activity (SEA)
		Uganda: Support for Education Management Information Systems
		Zambia: Improving Information and Strengthening Policy Implementation
	Research	Egypt: Education Reform Project (ERP) - EQUIP2
		Haiti: Out-of-School Youth Livelihood Initiative(IDIJEN)
Infrastructure and Supply of Learning Materials	Construction of Facilities	Malawi: Malawi Education Support Activity (MESA)
		Yemen: Yemen Accelerated Learning Activity (YALA)
	Increase Supply of Equipment	Senegal: Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
		Tanzania: Improving the Quality of Learning in Zanzibar
		Malawi: Malawi Education Support Activity (MESA)
	Increase Supply of Learning Materials	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
		Egypt: Education Reform Project (ERP) - EQUIP1
		Tanzania: Improving the Quality of Learning in Zanzibar
		Malawi: Malawi Education Support Activity (MESA)
	Rehabilitation, Infrastructure	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
		Senegal: Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
		Yemen: Yemen Accelerated Learning Activity (YALA)




Measuring Learning Outcomes	Continuous Assessment	Ghana: Basic Education Comprehensive Assessment System (BECAS)
		Namibia: Basic Education Support, Phase 3 (BES 3)
		Egypt: Education Reform Project (ERP) - EQUIP1
		Haiti: Out-of-School Youth Livelihood Initiative (IDIJEN)
		Zambia: Improving Information and Strengthening Policy Implementation
	Standardized Testing	Ghana: Basic Education Comprehensive Assessment System (BECAS)
		Honduras: Improving Student Achievement Project (MIDEH)
	Student Performance Standards	Egypt: Education Reform Project (ERP) - EQUIP2
		Egypt: Education Reform Project (ERP) - EQUIP1
		Honduras: Improving Student Achievement Project (MIDEH)
Public Demand and Support for Education	Community Mapping	Egypt: Education Reform Project (ERP) - EQUIP2
		Egypt: Education Reform Project (ERP) - EQUIP1
	Community Mobilization/Sensitization	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
		Egypt: Education Reform Project (ERP) - EQUIP2
		Namibia: Basic Education Support, Phase 3 (BES 3)
		Senegal: Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
		El Salvador: Early Childhood Family Education Activity (EDIFAM)
		Guatemala: Policy Dialogue and Social Marketing Campaign
		Kenya: Education of Marginalized Children in Kenya (EMACK)
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
		Egypt: Education Reform Project (ERP) - EQUIP1
		Honduras: Improving Student Achievement Project (MIDEH)
		Tanzania: Improving the Quality of Learning in Zanzibar
		Malawi: Malawi Education Support Activity (MESA)
		Macedonia: Secondary Education Activity (SEA)
		Yemen: Yemen Accelerated Learning Activity (YALA)
	Public-Private Partnerships	Egypt: Education Reform Project (ERP) - EQUIP2
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
		Macedonia: Secondary Education Activity (SEA)
	Training and Capacity Building	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
		El Salvador: Early Childhood Family Education

		Activity (EDIFAM)
		Tanzania: Improving the Quality of Learning in Zanzibar
Reaching Underserved Populations	Alternative Delivery Systems	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
		Combined Africa Bureau Projects
		Egypt: Education Reform Project (ERP) - EQUIP1
		Afghanistan: Literacy and Communication Empowerment Program (LCEP)
		Yemen: Yemen Accelerated Learning Activity (YALA)
	Building Schools Closer to Home	Senegal: Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
		Egypt: Education Reform Project (ERP) - EQUIP1
	Community Mapping	Haiti: Out-of-School Youth Livelihood Initiative(IDIJEN)
	Construction of Sanitation Blocks	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
	Grants	Namibia: Basic Education Support, Phase 3 (BES 3)
		Egypt: Education Reform Project (ERP) - EQUIP1
		Haiti: Out-of-School Youth Livelihood Initiative(IDIJEN)
		Tanzania: Improving the Quality of Learning in Zanzibar
		Haiti: Increased Community Support for Primary Education (ICSPE)
		India: Reaching and Educating At-Risk Children (REACH)
	Increase Supply of Instructional Materials	Egypt: Education Reform Project (ERP) - EQUIP1
	Research	Mali: Regional Action Plan/Decision Making Project (RAP-DMP)
		Kenya: Education of Marginalized Children in Kenya (EMACK)
		Haiti: Out-of-School Youth Livelihood Initiative(IDIJEN)
		Honduras: Improving Student Achievement Project (MIDEH)
		India: Reaching and Educating At-Risk Children (REACH)
	Support NGOs	Haiti: Out-of-School Youth Livelihood Initiative(IDIJEN)
		Haiti: Increased Community Support for Primary Education (ICSPE)
		India: Reaching and Educating At-Risk Children (REACH)
	Training and Capacity Building	Kenya: Education of Marginalized Children in Kenya (EMACK)
		Haiti: Out-of-School Youth Livelihood Initiative(IDIJEN)
		Honduras: Improving Student Achievement Project (MIDEH)
		Afghanistan: Literacy and Communication

		Empowerment Program (LCEP)
		India: Reaching and Educating At-Risk Children (REACH)
School Management and Leadership	Action Research	Egypt: Education Reform Project (ERP) - EQUIP2
	Grants	Malawi: Malawi Education Support Activity (MESA)
		Macedonia: Secondary Education Activity (SEA)
	School Quality Standards	Egypt: Education Reform Project (ERP) - EQUIP2
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
		Egypt: Education Reform Project (ERP) - EQUIP1
	Training and Capacity Building	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
		Egypt: Education Reform Project (ERP) - EQUIP2
		Senegal: Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
		Egypt: Education Reform Project (ERP) - EQUIP1
		El Salvador: Excellence in Classroom Education at the Local Level (EXCELL)
		Tanzania: Improving the Quality of Learning in Zanzibar
		Malawi: Malawi Education Support Activity (MESA)
		Macedonia: Secondary Education Activity (SEA)
Teacher Quality	In-service Training	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
		Egypt: Education Reform Project (ERP) - EQUIP2
		Namibia: Basic Education Support, Phase 3 (BES 3)
		Senegal: Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
		El Salvador: Early Childhood Family Education Activity (EDIFAM)
		Kenya: Education of Marginalized Children in Kenya (EMACK)
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
		Egypt: Education Reform Project (ERP) - EQUIP1
		Honduras: Improving Student Achievement Project (MIDEH)
		Tanzania: Improving the Quality of Learning in Zanzibar
		Malawi: Malawi Education Support Activity (MESA)
		Macedonia: Secondary Education Activity (SEA)
		Yemen: Yemen Accelerated Learning Activity (YALA)
	Pre-service Training	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
		Egypt: Education Reform Project (ERP) - EQUIP2
		Namibia: Basic Education Support, Phase 3 (BES 3)
		Senegal: Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)

		Tanzania: Improving the Quality of Learning in Zanzibar
	Support to Teachers	Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)
		Egypt: Education Reform Project (ERP) - EQUIP2
		Namibia: Basic Education Support, Phase 3 (BES 3)
		Senegal: Children's Learning Access Sustained in Senegal project (CLASS) & Senegal's Improved Teacher Training (SITT)
		El Salvador: Early Childhood Family Education Activity (EDIFAM)
		Kenya: Education of Marginalized Children in Kenya (EMACK)
		Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)
		Egypt: Education Reform Project (ERP) - EQUIP1
		El Salvador: Excellence in Classroom Education at the Local Level (EXCELL)
		Honduras: Improving Student Achievement Project (MIDEH)
		Tanzania: Improving the Quality of Learning in Zanzibar
		Malawi: Malawi Education Support Activity (MESA)
		Macedonia: Secondary Education Activity (SEA)
		Zambia: Improving Information and Strengthening Policy Implementation

## Appendix 3: EQUIP Associate Award Summaries and Contacts


	Award	Summary	Implementing Partners	Amount	Duration
					
1.	<b><i>El Salvador: Excellence in Classroom Education at the Local Level (EXCELL)</i></b>	The El Salvador EXCELL (Excellence in the Classroom at the Local Level) Project has the goal of improving the quality of basic education through the strengthening of school leadership and the strengthening of mid-level managers throughout the education system. A component of policy-related research is also included in the project.	AED, AIR, JPKF <b>Sergio Ramirez</b> sramirez@aed.org <b>CTO-Dorita Gutierrez</b> dgutierrez@usaid.gov	\$4,099,000	06/30/03 – 06/30/05
2.	<b><i>Djibouti: Assistance Internationale pour le Développement de l'Education (AIDE)</i></b>	Project AIDE will strengthen the quality of basic education in Djibouti in the areas of (i) pre-service and in-service teacher development, (ii) curriculum reform and textbook production, (iii) girls' access and success in school, (iv) community-based non-formal education and literacy programs.	AED, Juarez, SAVE <b>Elizabeth Leu</b> eleu@aed.org <b>CTO-Maura Barry</b> mabarry@usaid.gov	\$10,000,000	06/13/03 – 06/12/06
3.	<b><i>Malawi: Malawi Education Support Activity (MESA)</i></b>	MESA will offer a blend of the QUEST, SMC-EQ, and IEQ programs that consolidates lessons learned and expands and replicates successful interventions into the BEST (Building Effective Schools through Training) Activity. With a combination of the “best” from each of these three programs—cluster schools, teacher professional development strategies, TFD and community mobilization, teacher mentors, field-based supervision and monitoring, and continuous assessment of student learning, among others—MESA will support efforts into four target districts.	AIR, SAVE <b>Cassandra Jessee</b> cjesse@air.org <b>CTO-William Mvalo</b> wmvalo@usaid.gov	\$7,815,000	07/30/03 – 10/31/06

4.	<b><i>Macedonia: Secondary Education Activity (SEA)</i></b>	The purpose of SEA is to strengthen vocational education in Macedonia and to assist in the development of a certification program for directors of secondary schools. The overall focus is to help make students' experiences in 40 secondary schools more relevant for their futures as productive workers and democratic citizens.	AIR, IRA <b>Rich Tobin</b> rtobin@air.org <b>CTO-Cecile Sun</b> csun@usaid.gov	\$10,000,000	08/08/03 – 08/07/08
5.	<b><i>El Salvador: Early Childhood Family Education Activity (EDIFAM)</i></b>	EDIFAM is an early childhood development project designed to improve the care and education of children, particularly poor, rural children, ages zero through six in El Salvador.	EDC, SAVE, Sesame <b>Dan Pier</b> dpier@edc.org <b>Carmen de Henriquez</b> chenriquez@usaid.gov	\$2,599,000	09/8/03 – 06/30/05
6.	<b><i>Haiti: Increased Community Support for Primary Education (ICSPE)</i></b>	This project is currently being redefined due to the recent political turmoil in Haiti.	AIR <b>Clinton Doggett</b> cdoggett@air.org <b>CTO-Grace Lang</b> glang@usaid.gov	\$3,000,000	09/25/03 – 09/30/05
7.	<b><i>India: Reaching and Educating At-Risk Children (REACH)</i></b>	REACH India will implement a two-pronged approach aimed at supporting and strengthening the capacity of Indian NGOs and foundations to attract and retain vulnerable children in their formal and on-formal education programs. The first facet of the approach will seek to improve service delivery of a core group of lead NGOs and foundations, while the second supports the efforts of lead NGOs and ISPs to help smaller, and less experienced NGOs build capacity to provide basic education services to vulnerable children.	AIR, Juarez, MSU, World Ed <b>Jane Benbow</b> jbenbow@air.org <b>CTO – Ashi Kahli</b> akahli@usaid.gov	\$20,000,000	09/22/03 – 09/15/07

8.	<i>Africa Bureau</i>	<ol style="list-style-type: none"> <li>1. Conduct a feasibility study of having a Sesame Street program in West Africa; if positive outcome, pilot a Sesame Street program in West Africa</li> <li>2. Set-up a Mobile Task Team-like institution in West Africa to work with education ministries to prioritize actions for strategically dealing with HIV/AIDS; conduct two studies mapping resources that may be available to ministries to implement their action plans</li> <li>3. Assess and report on the situation of herd boys in Lesotho and orphans and vulnerable children in Swaziland; convene roundtables with other donors and multilateral organizations; explore mechanisms to improve the lives of these children.</li> <li>4. Develop and implement a community radio in eastern Zambia to address the multi-sectoral effects of HIV/AIDS on rural villages.</li> </ol>	AIR, EDC, Juarez, SAVE, Sesame <b>Talaat Moreau</b> tmoreau@air.org <b>CTO – Aleta Williams</b> alwilliams@usaid.gov	\$9,799,000	09/30/03 – 09/30/07
9.	<i>Kenya: Education of Marginalized Children in Kenya (EMACK)</i>	With a broader goal to improve educational opportunities for marginalized populations in Kenya, two sets of objectives and activities will be undertaken for the two provinces of the Coast and North East. Access and retention rates of marginalized populations will be increased by attention to (a) increasing community and parental participation in all aspects of school life; (b) improving coordination and dialogue that contributes to and informs an enhanced national education plan; and (c) integrating early childhood development programming with lower primary schools.	Aga Khan, AIR <b>Sarah Bouchie</b> sbouchie@akf.org <b>CTO - TBN</b>	\$3,000,000	05/1/04-04/30/06
10.	<i>Tanzania: Improving the Quality of Learning in Zanzibar</i>	The program seeks to improve the learning in all students in Zanzibar – Unguja and Pemba Islands equitably, both public and private schools, and with a special focus on improving student performance on Form II and Form IV exams, especially in Mathematics, the sciences and English.	Aga Khan, AIR <b>Sarah Bouchie</b> sbouchie@akf.org <b>CTO-Halima Hashi</b> hhashi@usaid.gov	\$3,749,596	2 years


11.	<b><i>Africa Bureau Conference Support</i></b>	To support the Africa Bureau's annual Education Exchange in September 2004.	AIR <b>Carolyn Carpenter</b> ccarpenter@air.org <b>CTO-F. Daniels</b> fdaniels@usaid.gov	\$335,000	06/1/04-05/31/05
12.	<b><i>Egypt: Education Reform Project (ERP)</i></b>	<p>A Basic Education reform program working within seven selected governorates in Egypt—Alexandria, Cairo, Beni-Suef, Fayoum, Minya, Qena, and Aswan. Interventions are organized in three major components:</p> <ol style="list-style-type: none"> <li>1. Classrooms and schools: to direct teacher-training and community support methods in participating schools in the selected governorates—to include primary schools, preparatory, secondary schools, community and multi-grade schools. A school-to-work component will also be introduced in technical secondary schools.</li> <li>2. Non-formal education: to continue life-skills training methods of Toward a New Horizon and New Visions and the early childhood education project, <i>Alam Simsim</i>. Girls' scholarship activities will also be continued and expanded.</li> <li>3. School construction: to add schools where needed for achieving the reform goals in the targeted governorates.</li> </ol>	AIR, World Ed, EDC <b>Jane Schubert</b> jschubert@air.org <b>CTO-Hala El Serafy</b> helserafy@usaid.gov	\$76,285,849	06/23/04-06/22/09
13.	<b><i>Yemen: Yemen Accelerated Learning Activity (YALA)</i></b>	To design and implement an education program that supports the Government of Yemen's desire to improve education for grades 1-6. The design team will be in Yemen the first two weeks in September.	AED, EDC, AIR <b>Tony Doggett</b> cdoggett@air.org <b>CTO - TBN</b>	\$10,000,000	07/24/04-07/23/07



	Award	Summary	Implementing Partners	Amount	Duration
					
1.	<b><i>Uganda: Teacher Development and Management Systems evaluation (TDMS)</i></b>	EQUIP2 provided technical assistance for a multi-donor team conducting an evaluation of the Teacher Development and Management System and recommendations for future investments in teacher training.	EDC <b>Ash Hartwell</b> ashtrish@igc.org Uganda <b>CTO – David Bruns</b> dbruns@usaid.gov	\$78,113	6/03-2/04
2.	<b><i>Uganda: Support for Education Management Information Systems</i></b>	The project has two components: 1) to institutionalize the EMIS system through school mapping, training in the use and maintenance of the EMIS system, creation of a Mini-Census for updates, and completion of a Wide Area Network (WAN) concept using Cellular Techniques; 2) to provide technical assistance to a multi-donor team working on the Ministry Long Term Education Strategic Investment Plan (ESIP II)	Africon, EDC, AED <b>Kurt Moses</b> kmoses@aed.org <b>CTO – David Bruns</b> dbruns@usaid.gov	\$999,243	10/04 – 10/05
3.	<b><i>Malawi: Education Sector Policy, Planning, EMIS Support, and Higher Education Strategic Plan Development</i></b>	The project is an integrated set of system capacity building activities in three components: 1. Improved Strategic Planning and Management for PIF Implementation; 2. Strengthen Education Management Information System with needs assessments, training and equipment; & 3) Develop strategic business plans for the Universities of Malawi and Mzuzu.	EDC, AED <b>Cornelia Janke</b> cjanke@edc.org <b>CTO – Ramsey Sosola</b> rsosola@usaid.gov	\$1,985,620	7/03– 11/05
4.	<b><i>Senegal: Children's Learning Access Sustained in Senegal project (CLASS)</i></b>	CLASS will implement an integrated middle school systems development program for rural areas. The program includes four components: 1) Expanding access and retention through school construction, rehabilitation & community mobilization. 2) Strengthening decentralization systems at the regional and district levels and the capacity of schools to plan and implement school quality; 3) Improving the policy environment through improved organizational capacity, establish a clear vision and effective policies a relevant middle school education; and 4) Monitoring and Evaluation to assess the impact of the reforms.	AED, RTI, MCID, TOSTAN, local subcontractors <b>Ken Rhodes</b> krhodes@aed.org <b>CTO – Pape Sow</b> psow@usaid.gov	\$11,499,759	6/03-7/08

5.	<b><i>Senegal: Senegal's Improved Teacher Training (SITT)</i></b>	The SITT program reinforces the CLASS project with teacher and school director education. The SITT component will focus on the quality aspect of the CLASS Project.	AED, Paul Gerin-Lajoie Foundation, local firms <b>Ken Rhodes</b> krhodes@aed.org <b>CTO – Pape Sow</b> psow@usaid.gov	\$4,999,030	11/03-9/08
6.	<b><i>Ghana: Basic Education Comprehensive Assessment System (BECAS)</i></b>	The BECAS project will design and implement a comprehensive educational assessment system to ensure that various measures of learning and achievement used at different levels and times in the Basic Education System are systematized.	UMT, AED <b>Audrey Moore</b> amoore@aed.org <b>CTO –Larry Dolan</b> ldolan@usaid.gov	\$1,224,530	02/04 – 10/06
7.	<b><i>Egypt: Education Reform Project (ERP)</i></b>	EQUIP2 ERP activities will include decentralized governorate management in seven governorates; expansion of the existing IELP program to include more subject areas; faculties of education reform; and monitoring and evaluation.	AED, MSU, RTI, PITT, MACRO <b>Paula Gubbins</b> pgubbins@aed.org	\$50,311,279	03/04-05/09
8.	<b><i>Zambia: Improving Information and Strengthening Policy Implementation</i></b>	The Zambia Associate Award will provide support the extension of EMIS to all Districts within the country and Policy Implementation through enhanced monitoring at multiple levels.	AIR, AED, Macro <b>Cory Heyman</b> cheyman@air.org <b>CTO – Rick Henning</b> fhenning@usaid.gov	\$13,974,195	03/04-04/09
9.	<b><i>Guatemala: Policy Dialogue and Social Marketing Campaign</i></b>	The EQUIP2 team will provide technical assistance and support for a policy dialogue mechanism to achieve consensus among donor agencies, including the World Bank and IDB, about priorities and mechanisms for education finance. The project will also raise awareness of the links between social sector investment, poverty reduction and economic competitiveness.	AED <b>Tom Lent</b> tlent@aed.org Guatemala <b>CTO – Julia Richards</b> jurichards@usaid.gov	\$650,000	03/04 – 05/05

10.	<b><i>Jordan: Program of Support for the Education Reform for the Knowledge Economy (ERfKE)</i></b>	This project is an integrated set of support and capacity building activities that address two major components of the Government of Jordan's <i>Education Reform for the Knowledge Economy</i> initiative: 1. Improve and Expand Early Childhood Education (ECE) 2. Youth and Workforce Training and Curriculum Development	AED, AIR <b>Audrey Moore</b> amoore@aed.org <b>CTO –Maha Al Shaer</b> malshaer@usaid.gov	\$14,197,280	03/04-06/09
11.	<b><i>Mali: Regional Action Plan/Decision Making Project (RAP-DMP)</i></b>	The project will support decentralization through capacity building in the regional and district offices.	EDC, AED <b>Nancy Devine</b> ndevine@edc.org <b>CTO – Ibrahima Sissoko</b> isissoko@usaid.gov	\$4,999,239	5 years
12.	<b><i>Namibia: Basic Education Support, Phase 3 (BES 3)</i></b>	The project is an integrated set of support and capacity building activities contributing to the achievement of USAID/Namibia's Strategic Objective 6: <i>Increased capacity of the basic education system to give learners the foundations for health and livelihood</i> . BES 3 aims at improving the quality of education for primary school learners (grades 1 through 7), in the six more remote northern regions of Namibia, by focusing on three programmatic areas: 1. Increasing the resilience of the basic education system to cope with the HIV and AIDS epidemic 2. Improving the effectiveness of decentralized education management 3. Improving the quality of language, math, and science education in primary schools through in- and pre-service teacher training	AED, AIR, MCID, MSU, Urban Trust <b>Stephanie Lehner</b> slehner@aed.org <b>CTO – Martin Tjituka</b> mtjituka@usaid.gov	\$14,116,537	5 years
13.	<b><i>Honduras: Improving Student Achievement Project (MIDEH)</i></b>	The project is an integrated set of testing, research, support and capacity building activities that address four major components of the Government of Honduras Education program: Standards, Evaluation Criteria and Testing; Training and Capacity Building; Alternative Education Models; Civil Society Awareness	AIR, AED, ANEDH <b>Lorie Brush</b> lbrush@air.org <b>CTO - Ned Van Steenwyck</b> nsteenwyck@usaid.gov	\$9,173,629	2.5 years

	Award	Summary	Implementing Partners	Amount	Duration
					
1.	<b><i>Haiti: Out-of-School Youth Livelihood Initiative(IDIJEN)</i></b>	<p>The Haiti Out-of-School Youth Livelihood Initiative identifies and addresses the needs of out-of-school young people between the age of 15 and 20 years old. The two years project aims to better inform USAID on the needs and resources for Out-of-School Youth, as well as provide technical support and small grants to organizations and programs working with young people in targeted communities to help them strengthen their capacities.</p> <p>Activities include:</p> <ul style="list-style-type: none"> <li>• Comprehensive assessment of current out-of-school youth activities</li> <li>• Community Youth Mapping activity to better understand youth needs and resources available in the community</li> <li>• Youth NGO standards development</li> <li>• Selection of sub-programs and disbursement of small grants</li> <li>• Design of a long term strategy</li> </ul>	<p>EDC, NYEC, AED  <b>Paul Sully</b>  psully@edc.org  <b>CTO – Grace Lang</b>  glang@usaid.gov</p>	<p>Approved:  \$725,000  Revised budget and awaiting approval for increase to \$998,500</p>	<p>09/26/03-09/25/05</p>
2.	<b><i>Afghanistan: Literacy and Communication Empowerment Program (LCEP)</i></b>	<p>The Literacy and Community Empowerment Program will build upon the existing work of UN-Habitat in the poverty reduction National Solidarity Program (NSP) of the Ministry of Rural Rehabilitation and Development. UN-Habitat has facilitated the establishment of over 1,700 democratically elected Community Development Councils, representing men and women from 1,064 villages. The new LCEP will help establish a national Teacher Training Institute that will train Lead Literacy Trainers and provincial, district and community based literacy facilitators. This cadre of trainers at different levels will support overall LCEP efforts in literacy, governance and economic empowerment in select NSP communities.</p>	<p>EDC, UN-Habitat  <b>Paul Sully</b>  psully@edc.org</p>	<p>Assessment \$65,000; revised award awaiting approval for additional \$10M</p>	<p>7/04-8/06</p>